Title II, Part D, Enhancing Education Through Technology: 2008-09
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At-a-Glance

The Instructional Technology (IT) department of Dallas ISD managed the Title II, Part D, Enhancing Education Through Technology grant awarded by the U.S. Department of Education for the 2008-09 school year. The grant provided funds to the district to facilitate improvements in the use and integration of technology as a part of educational delivery strategies employed by the district. The IT department applied the funding to four major program areas within the district:

- Technology Integration Initiative
- District-wide Technology Initiative
- Technology Fair
- Services to Private Schools

Each of these programs was carefully integrated into a districtwide plan to prepare both teachers and students to embrace and integrate technology in the school, workplace and home.

Instructional Technology continues to support the District Technology Plan which has evolved four over-arching educational goals. Each goal provides a solution to a specific area that, when combined, creates an environment whereby student achievement becomes the primary goal. The four goals are: 1) Academic, 2) Business Systems, 3) Infrastructure, and 4) Equitable Access.

Budget

Table 1 shows the budget for the 2008-09 technology in education program. The largest budgetary allocation of 60.6% went to extra duty professionals and professional salaries. General support was the second largest budget allocation showing 31.9%, with the smallest amount 0.1% going to unemployment compensation.

<table>
<thead>
<tr>
<th>Description</th>
<th>Allocation</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Extra Duty Professionals</td>
<td>$203,051</td>
<td>36.4</td>
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<tr>
<td>Professional Salaries</td>
<td>135,085</td>
<td>24.2</td>
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<tr>
<td>FICA</td>
<td>4,903</td>
<td>0.9</td>
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<tr>
<td>Health/Life Insurance</td>
<td>4,200</td>
<td>0.8</td>
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<tr>
<td>Workers Compensation</td>
<td>4,222</td>
<td>0.8</td>
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<tr>
<td>Unemployment Compensation</td>
<td>438</td>
<td>0.1</td>
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<tr>
<td>Texas Retirement System</td>
<td>27,491</td>
<td>4.9</td>
</tr>
<tr>
<td>General Support</td>
<td>177,610</td>
<td>31.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$557,000</strong></td>
<td><strong>100.0</strong></td>
</tr>
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Dallas ISD Online

As a general note, Dallas ISD Online is a continuation of what was previously called the Blackboard Project, a subscription website content management service. The Blackboard Academic Suite software is geared for public school systems to host district-specific online training applications for teachers. Blackboard provided server space and a website shell for subscribers to post training, bulletin boards or other educational oriented material. The subscriber was responsible for developing and maintaining the content of each website. The 2007-08 was the final school year to subscribe to Blackboard. At a cost savings, funds were set aside to incorporate Moodle in Fall 2008. Currently, over 17,000 users were registered, including all teachers, paraprofessionals, campus and central administrators. [www.mydallasisdonline.org](http://www.mydallasisdonline.org) is the website for which campus staff members can access to become familiar with Moodle. By accessing Moodle, training is provided as well as the opportunity to become familiar with a library of well-made courses addressing identified needs. The best courses available on the Blackboard portal were migrated to the Moodle installation. With these and the newly developed courses, the Moodle library contains over 250 courses.

Technology Integration Initiative
(Chosen by LC Administrator)

The Technology Integration Initiative was based on a three-year refresh cycle. Each Learning Community administrator identified the particular campuses to be refreshed. Once identified, the campuses were allocated points based on student enrollment. One point was allocated for every 25 students. Campus points were spent by choosing from a menu of technology packages. This procedure allowed campuses to choose the technology that best met their needs. For each technology package chosen by the campuses, teachers were required to attend training. Once teachers had completed the training for a particular bundle, that bundle was shipped to the campus. Actual receipt of a chosen package was dependent on completion of the required training. Sixty-five (66) schools participated in the technology integration program. Of these, 44 were elementary, 15 were middle and 7 were high schools. Six package types were distributed to the campuses: basic
computer systems, ncomputing systems, software bundles, interactive classroom systems, small laptop carts, and interactive video conferencing. Of the 376 packages distributed across all Learning Communities, the three most popular were basic computer systems (73.4%), interactive classroom systems (15.7%), and ncomputing systems (11.7%). The Southeast Learning Community had the largest percentage of distributed packages posting 18.9%, followed by Northwest at 16.2%, West at 15.7%, Northeast at 15.4%, Southwest at 13.8%, and East at 10.9%. The smallest percentage of packages were distributed to the superintendent’s Learning Community (9.0%).

**Technology Integration Initiative (Remaining Campuses)**

The District-wide Technology Initiative provided training to the remaining campuses not included above. This initiative was designed to provide 12 hours of training primarily to teachers on how to integrate technology into their curriculum. They were provided training on basic computer use, EInstruction Classroom Performance System, projector and cart use, Wireless Airliner Slate, and document camera use.

**Technology Fair**

The Technology Department sponsored a technology fair primarily for teachers on April 4, 2009 at Conrad High School. Overall, the technology fair provided a variety of workshops that targeted key curriculum areas. Such areas as technology in: ELA, mathematics, science, and social studies and many others were provided. In addition, hands-on workshops and presentations gave teachers an opportunity to interact with their peers and learn new strategies and techniques on how to successfully integrate technology in their classrooms. Approximately 350 to 400 teachers attended the Technology Fair. As an added encouragement for teachers to attend, it was indicated to them that they would receive supplemental pay to attend the workshops.

**Equipment Purchased with NCLB Funds**

**EInstruction Equipment**

The technology packages that comprised the EInstruction Student Response System were the SMART Airliner Wireless Slate and Computer carts and SMART Board Stands. Across all Learning Communities, 42 packages were purchased. Twenty-eight schools participated with 80 teachers receiving training. Each teacher received nine hours of training for a total of 720 hours. The West Learning Community purchased the largest number of packages receiving 13, and had the largest number of teachers (25) to complete the training. This was followed by the Superintendent’s Learning Community that purchased eight packages and had 14 teachers trained. The East Learning Community purchased the smallest number of packages posting one, and had the smallest number of teachers trained (2).

**Mini 12 Note Book Equipment**

Across all Learning Communities, 168 packages (128 mini 12 note books with Microsoft Licenses and 40 small laptop carts) were purchased for 24 schools. Forty-nine teachers were recipients with each teacher receiving nine hours of training. A total of 441 training hours were completed. The West Learning Community purchased the largest number of packages posting 48, and had the largest number of teachers (11) to complete the training. The Northwest and Southwest Learning Communities purchased 28 packages each with both having nine teachers to complete the training. The East Learning Community purchased 24 packages and had ten teachers to complete the training. The Southeast and Superintendent’s Learning Communities purchased 16 and 12 technology packages, respectively, with four and three teachers completing the training, respectively. Of the six Learning Communities, Northeast purchased the smallest number of technology packages posting eight, with three teachers completing the training.

**Services to Private Schools**

In connection with No Child Left Behind, Dallas ISD provided technical services to area private schools. The Catholic Diocese of Dallas was the largest recipient. The Diocese used its funding primarily for hardware and subscriptions to digital media in 2008-09. Other private schools to receive services were: Clay Academy, J. Erik Jonsson Community Center, Akiba Academy, St. Phillips School and Community Center, and Fellowship Christian Academy.

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